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ABSTRACT

An inservice program was conducted to train 24 visiting teachers in group techniques and to furnish added guidance as they established groups of pupils with similar problems (e.g., truancy or discipline or poor self image) and worked with the parents and teachers of these pupils. Participants met in two groups for a series of 14 sessions on the principles of group dynamics and planning, assessment of group activities in the elementary school, and leadership training. Over half of the visiting teachers set up pupil groups of five to sixteen members. They felt the program was successful in providing them a worthwhile skill which gave them increased contact with pupils leading to more thorough diagnosis. Process and product evaluations indicate that a primary need is for the understanding and cooperation of the school principal. The service was generally well received by administrators and teachers who noted improved pupil diagnosis, some positive behavioral change, and enhancement of the working relationship of visiting teachers. Attitude evaluations revealed that visiting teachers who conducted groups came to regard the master classroom teacher more and more as the key person in accomplishing educational objectives, particularly those of a cognitive nature; those who did not follow through with groups apparently identified more closely with the social worker and the individual counselor. [Not available in hardcopy due to marginal legibility of original document.] (JS)

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DIRECTOR'S REPORT

IN-SERVICE TRAINING PROGRAM FOR VISITING TEACHERS "GROUP WORK TECHNIQUES"

(Education Professions Development Act, Public Law 90-35)

E. P. D. A. PROJECT #454311

January 1, 1969, through June 30, 1970

Director's Name and Title: Harry L. Lodge, Director
Division of Pupil Adjustment
and Attendance Services
Cincinnati Public Schools

Host Institution: Jewish Community Center
1580 Summit Road
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IN-SERVICE TRAINING PROGRAM
FOR
VISITING TEACHERS
(Elementary Level)

"GROUP WORK TECHNIQUES"

EDUCATION PROFESSIONS DEVELOPMENT ACT, 1967
(PUBLIC LAW 90-35)

DIVISION OF PUPIL ADJUSTMENT
AND ATTENDANCE SERVICES

CINCINNATI PUBLIC SCHOOLS
1970

PROJECT DIRECTOR: Harry L. Lodge, Director
Division of Pupil Adjustment and Attendance Services

CONSULTANT: Gary Schreiber, Assistant Executive Director
Jewish Community Center

REPORT: Joseph L. Felix, Associate Director
Division of Program Research and Design

P R E F A C E

Personnel of the Division of Pupil Adjustment and Attendance Services are most grateful for the opportunity to conduct an in-service training program for visiting teachers, under a grant through the Education Professions Development Act. The grant permitted the pursuit of an experiment which, otherwise, would not have been possible, because of a lack of funding.

Although the project focused on a new technique for visiting teachers, namely "group work", it was evident that the basic role of the visiting teacher--the establishment of effective communication between the home, school, and community--is a necessary ingredient, regardless of the approach used in attempting to assist pupils with their problems.

It was most gratifying to observe the enthusiasm and the cooperative spirit of the staff, as they progressed through the program. It is a certainty that each person profited from the program, regardless of his degree of involvement in participation.

We extend thanks to Mr. Gary Schreiber, who ably served as consultant to the project, also a special acknowledgement to the Board of Trustees of the Jewish Community Center, for the free use of their fine facilities.

Harry L. Lodge

Approved:

Robert P. Curry
Associate Superintendent
September 1970

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TRAINING VISITING TEACHERS IN GROUP WORK TECHNIQUES
An EPDA In-Service Program

Introduction

Rationale. A few decades ago, a child who was absent from school for a period of time was likely to be visited by a truant officer. The public image of this school official was a rather threatening one. He was seen as a law-enforcement agent whose primary responsibility was insuring compliance with the compulsory attendance laws.

Through the years both the image and the function of persons assigned this basic responsibility have changed. Educators recognized that forcing the pupil to be in school did not guarantee his getting an education. They saw clearly that if family and personal problems were causing the pupil's absence, these problems needed to be dealt with if any enduring improvement was to occur in school performance. Thus, emphasis increased on training visiting teachers in psychology and social work and the public began to see these professionals as helping, rather than threatening, personnel. Although the old image of law-enforcement official has not been totally eradicated, the visiting teacher has progressed a good distance toward acceptance in this new light.

One of the consequences of this shift in function and image has been an increasing demand for the visiting teacher to offer a wide variety of services. As always, the child remains the primary focus, and attention must be given to helping him resolve personal problems that stand in the way of school success. Thus, teachers and administrators have come to refer to the attention of visiting teachers increasing numbers of pupils who attend school regularly but whose personal difficulties interfere with optimal performance.

Inevitably, in helping the pupil work through his problems, the visiting teacher is drawn into a high degree of service to the family of the child. At times this service takes the form of family counseling. Or the visiting teacher may act in the role of social worker, providing or helping to obtain necessary services for the family to survive as a unit and have the economic necessities of life.

As the role of the visiting teacher has thus expanded, it has become increasingly important to provide the necessary training for these persons to carry out their diversified professional responsibilities. The growing demands for service, coupled with a restricted local school budget, has given priority to the efficient use of visiting teacher services. In a word, visiting teachers have had to do more things for more pupils without any appreciable increase in their numbers.

Techniques of working with groups of pupils were seen as one means of helping the visiting teacher to function more efficiently and more effectively. Because the pattern of required visiting teacher training does not include group work technique, the Cincinnati Public Schools applied for and obtained a planning and operational grant under the Education Professions Development Act (EPDA), aimed at furnishing visiting teachers with training in these techniques. It is the purpose of this paper to evaluate this training program.

Period of Report. The project was funded from January 1, 1969, through June 30, 1970. This period was divided over two separate phases. The first phase, running from January through June, 1969, consisted of project development. The original grant was modified in May, 1969, to provide financial support for the operation phase, which extended the program through June 30, 1970.

This report covers the period of time during which the project was funded, with principal focus on the operating phase.

Plan of Report. In evaluating the effectiveness of this in-service training project, the report will adhere to a format that corresponds to Stufflebeam's CIPP model.* Thus, four main sections will comprise the body of the report. The first section will deal with the context within which the project operated. This examination of context will disclose some of the crucial needs within the Cincinnati public school system that motivated the application for the EPDA grant. These needs will be categorized under two separate headings: those of the school system as a whole and those which relate to the duties and competencies of the visiting teacher staff.

The second major section of the paper will be concerned with the input which this project represented in terms of educational services within the school system. Of several available alternatives for attending to the needs revealed in context evaluation, the provision of training in group techniques was selected as the most advantageous strategy. The input section will specify the objectives toward which the project was aimed and give a detailed description of the services provided.

In the third section of the report, information related to process evaluation will be set forth. Two main aspects of project implementation will be evaluated: the training sessions themselves and the application of acquired techniques by visiting teachers in establishing and working with pupil groups.

Finally, the critical matter of product evaluation will be dealt with. Here the primary question is the extent to which the project yielded the intended benefits. As with the process section, the product evaluation

*Stufflebeam, Daniel L. "The Use and Abuse of Evaluation in Title III." Theory into Practice, Volume 6 (June, 1967), pp. 126-133.

will consider the specified objectives toward which the project was aimed. An attempt will be made to assess the effect of the project on visiting teacher attitudes toward working with groups. The extent to which the training enabled them to apply group work techniques successfully will also be assessed.

Context

School System Needs. A staff of 24 visiting teachers and four social service center coordinators provide pupil adjustment and attendance services for Cincinnati's 75 elementary schools. This staff works under the guidance of a division director, who is assisted by a school-court-coordinator. This latter individual, however, devotes most of his time to working with pupils at the secondary level.

In the 1967-68 school year, visiting teachers received 8134 referrals from Cincinnati elementary schools. If each of these referrals had represented a separate individual who remained under the active care of a visiting teacher, the average case load would amount to 339 pupils. Actually, the ongoing case load of visiting teachers is somewhat smaller than this because some cases are closed as adjustment improves or as the pupil leaves the Cincinnati school district. Still, in his attempt to serve pupils in the schools assigned (ranging from two to six separate units per visiting teacher), the professional is hard pressed to spread his attention over the large number of pupils and families with whom he has to work.

And the situation appears to be getting worse. Severe restrictions on the local budget have made it impossible for the visiting teacher staff to be increased to keep pace with increasing school enrollments within the last decade. As noted in the introduction to this report, the demand has increased for services that the visiting teacher can best supply. In the

absence of school counselors in most Cincinnati elementary schools, the visiting teacher must assume both counseling and social work responsibilities. The demands on his time are overwhelming for the conscientious professional person in this role.

Visiting Teacher Needs. Faced with this dilemma, the visiting teacher must find every possible means of increasing his efficiency and effectiveness. Experience in functioning in this role is invaluable in discovering ways to accomplish this end.

Similarly, increasing one's professional competency through additional training also contributes to more efficient and more effective performance. Approximately half the present visiting teacher staff were employed prior to completion of certification requirements. In this situation, in-service training is clearly imperative if pupils are to be given the help they need to cope with personal problems of school adjustment.

Even the fully trained visiting teacher has typically not had the benefit of training in group work techniques. Exposure to these techniques was seen as one means of enabling the visiting teacher to manage his professional services in such a way as to serve the large number of pupils referred to his attention. By modifying somewhat the traditional role of working to a one-to-one relationship with children, the visiting teacher is enabled to reach larger numbers of pupils with his services. The added benefit of interaction within a professionally supervised group is likely to contribute still further to the effectiveness of this service.

Without training or experience in working with groups, most visiting teachers rightfully feel incompetent in this area. They are much more at home in working in a one-to-one relationship. Prior to the initiation of

this project, there was little evidence of sophistication among visiting teachers in understanding group procedures. A questionnaire designed by the project consultant was administered to all visiting teachers assigned at the elementary level in the Cincinnati district. The results of this questionnaire reinforced the notion that visiting teachers were not knowledgeable in this area. For example, in response to the question, "What do you think is a workable group size?" responses ranged from four to 35! Further evidence of limited knowledge is found in the responses to an item asking visiting teachers to suggest and describe methods that might be used for group work. Among 28 respondents, open discussion was specified as a method 24 times, role playing 16 times and general group participation 12 times. All other responses totaled 40 suggestions of about 15 activities. In light of the space provided on the questionnaire for this item, the input seems frugal.

Two of the items on the preliminary questionnaire provided quantifiable data for context evaluation. In each, a list of ten behavioral problem areas was provided. The respondent was asked, first, "Which of the following student behavioral problems do you deal with?" The response to this item was given in the form of a check to denote frequently, seldom, or not at all. The second question asked the respondent, "Which of the following behavior problems might be helped by group experiences?" Response to this item was to be given in the form of a ranking of importance from one to ten.

Table 1 shows both the mean ratings given by visiting teachers of the frequency with which they dealt with behavioral problems and their mean rankings of the importance of applying group experiences to dealing with these problems. The indications of frequency were quantified by assigning the value

of 2 to a check in the frequently column, a value of 1 for seldom, and 0 for not at all. Thus, all 28 of the respondents indicated that they dealt frequently with discipline problems. Other behavioral problems most commonly encountered were fighting, underachievement, failure to follow directions, and failure to pay attention. It is probably important to note that, among elementary pupils, truancy was not reported as a common problem. Least frequently encountered were the problems of the isolate and failure to share.

Table 1. Visiting Teacher Mean Ratings of the Frequency of Dealing with Behavioral Problems and Mean Rankings of Importance.

Student Behavioral Problems	Mean Frequency Ratings (N=28)	Mean Ranking of Importance (N=28)
Not able to pay attention	1.82	5.82
Fights with other children	1.93	3.80
Does not share	1.25	5.63
Does not follow directions	1.89	4.75
Truant	1.68	5.52
Underachiever	1.93	5.61
Poor Study Habits	1.64	5.30
A discipline problem	2.00	3.32
Has poor play habits	1.61	5.66
Isolate	1.43	7.09

In the rankings of the importance of applying group work techniques to solving problems, the lower the number, the greater the degree of importance assigned. Discipline problems and fighting stand out as the problem classifications that received priority ratings. The lowest ranked

item is the problem of the isolate, while failure to share shows a higher ranking than suggested by its frequency rating. Evidently visiting teachers recognized that interaction in groups would be likely to contribute to the solution of problems in which social relationships play an important part.

Input

Program Objectives. The proposal submitted to the United States Office of Education as part of the application for the EPDA grant set down four program objectives. These were as follows:

1. To train the visiting teacher staff in group work techniques.
2. To establish group activities with children confronted with similar problems.
3. To establish group activities with parents of children confronted with adjustment problems.
4. To provide more consultation services to classroom teachers as a result of foregoing activities.

These objectives were adapted by the project consultant responsible for providing the training. To guide his efforts in organizing the training program, the consultant set down the following objectives:

1. To instill enough confidence in the visiting teachers so that they would attempt to lead a group.
2. To determine whether those leading groups have the capacity to do the job effectively, i.e., to function in a pressurized group setting.
3. To determine the best conditions for doing group work in the schools, e.g., group size, facilities, activities, group composition.
4. To determine whether the school setting has the proper conditions for group work activity.

These dual sets of objectives suggest a healthful position of inquiry on the part of the project consultant The project proposal was based upon two assumptions that the consultant saw fit to question and test through observation. First, it was assumed that the organization of the school system was permitted at least minimal conditions for effective group work to be provided. It was further assumed that the personal characteristics of visiting teachers were such that providing them with training in techniques would equip them adequately to conduct group sessions.

With these conditions in view, it is possible to proceed with the project evaluation in the light of the original objectives. The objectives are essentially process-oriented and can be viewed separately in terms of the training program itself and the subsequent implementation of group work by the visiting teachers. The attempt to evaluate product will look beyond these processes at the apparent impact of the training and the experience on the attitudes of visiting teachers and other professional personnel with whom they work. Prior to this evaluation, however, it is necessary to have a more detailed description of the services provided by the project.

Program Description. The project was coordinated by the Director of the Division of Pupil Adjustment and Attendance Services. Working cooperatively with the project consultant and the coordinators of the social service centers, the director made plans for the provision of in-service training. Project enrollees were divided into two groups for training sessions. Twenty-five sessions totaling 30 clock hours were called for by the project application. Twenty of these were to be conducted during the visiting teachers' regular working hours. In addition, five seminars of two hours each were to provide the total group with the opportunity to meet with the consultant. Enrollees were to be compensated for their

attendance at these seminars from the project budget. In reality, only 14 sessions were held with each group meeting every other week in the period from September 15 to December 8, 1969

In the estimation of the project consultant, the ideal organizational plan for training in group work techniques would have been to provide practical experiences in working with groups concurrently with the classroom training. Such experience would be supplemented by consultant service. Scheduling problems and the understandable reluctance of visiting teachers to attempt to lead a group without prior training made this approach impractical.

Chief emphasis in the training program included the principles of group dynamics and planning, the assessment of group activities in kindergarten through the sixth grade, and leadership training. The consultant's plan was to present a group model which would give the visiting teacher something concrete to deal with and would specifically demonstrate techniques. The consultant further attempted to draw as much as possible from the experiences of the visiting teacher participants, especially in terms of problems or concerns they anticipated in working with groups in their settings. An outline of the course content of the seven sessions is provided in the appendix to this report.

Process

Training Sessions. The project director and consultant shared the responsibility for process evaluation of the project. The report of the project coordinator itemizes six points of evaluation of the training sessions:

1. The visiting teachers mainly focused on internal problems within the school setting and on their frustrations. It was difficult to get them to focus on case materials. They would rather focus on mechanics of administration.

2. The "Hidden Agenda" for the visiting teachers was an objective person, the trainer helping them to examine their function, their fulfilling of their role, and their feelings about being a visiting teacher in relation to counselors, teachers, administrators, parents, etc. Items mentioned were: too many cases to be effective; competition with counselors; teachers and principals expecting too much from them: "cure this child"; not having proper facilities: using a nurses' office; non-respect for their privacy.

3. They were too apprehensive about working with groups, especially those who had been teachers. They attached a magical quality to the group and saw it as a panacea.

4. The group composition was too heterogeneous. There was a wide range among the teachers' experiences and capacities. This caused the level of discussion to be above some and below others.

5. There is a need for consistent standards for visiting teachers, possibly a written guide line for practice, or a manual, e.g., "For what does a visiting teacher need parental permission?"

6. At first the visiting teachers' focus, as expected, was on discussion techniques. They were reluctant to admit that their dealing directly with the same problem behaviors which were manifested in the classroom could be a useful method. At the end of the sessions this attitude had changed to a feeling that this was the best way of changing behavior.

The sessions were conducted at the Jewish Community Center. It was felt that this facility would have a positive influence in that it would provide participants with the opportunity to reflect upon school problems in a neutral setting.

In the judgment of the project director, the working relationship with the consultant was completely satisfactory. After a period of orientation acquainting him with the organizational scheme of visiting teacher services, he adjusted well to the project and was accepted by the participants. His rapport with one of the training groups seemed greater, apparently because of a stronger social work orientation. On occasion, the consultant was criticized for not directing the thinking of the groups. This non-directive approach, however, was purposely planned. The consultant

had personal concern regarding his relationship to the coordinators of the social service centers because of his direct communication with the participants. The project director considered it gratifying that all three persons (visiting teacher, consultant and coordinator) were able to work cooperatively without conflict. The project director's statement of process evaluation follows:

> It was definitely apparent at the outset, that many visiting teachers were apprehensive about working with groups of children. They seemed to feel that the training was directed toward preparing them to become some type of psuedo-therapist. Some seemed to think such activity was beyond their level of training. This apprehension gradually decreased, and virtually disappeared after individual groups were established.
>
> All of the workers indicated an interest in the program, whether they established a group or not. They learned that "group work" was another tool to be used discriminately, in performing their assigned duties. They discussed their problems with the coordinators and with other workers in the staff meetings of the respective social service centers. Although trained as teachers (some have not been in the classroom for years), they came to better understand the teacher's role. They learned that caution should be exercised in using the "group work" approach with very "sick" children. They also learned that we should be very selective in forming groups. They gained insight into peer relationships, "kid vs. kid," in forming groups.
>
> It was noted that some principals wanted to assign all their more serious behavior problems to the groups. The availability of space within the schools to work with a group of children was a problem for some visiting teachers. It was also noted that the process technique is time-consuming. It appears that perhaps a course in group work techniques should be included in the formal preparation for the position of the visiting teacher, rather than through an in-service training program.
>
> The director feels that the total program was very successful, because of the interaction of the participants which will be most valuable to them in their daily assignments. It is felt that, as a result of the program, ways of better utilizing the time and training of the visiting teachers may be explored without causing undue concern to the staff.

Group Work Implementation. The plan for establishing groups called for the visiting teacher to decide whether to establish groups and to determine the schools in which the groups were to be set up. This was to be accomplished prior to the close of School for the Christmas holidays. With the start of the new calendar year, the coordinator and visiting teacher sought the approval of each school principal. Groups were to consist of a maximum of six pupils with similar ages, grades, and problems. Meetings were to be held through the end of the school year, with a maximum of one hour per week given to the meeting. Parental approval was necessary for pupil participation.

By February 19, 16 visiting teachers had decided to lead groups and have meetings with the project consultant. Thirteen of the visiting teachers conducted group meetings numbering from five to 16. Two of the planned groups were discontinued because of problems within the school; one other visiting teacher changed jobs shortly after starting a group.

The fact that two-thirds of the visiting teachers who participated in training following through in setting up a group indicates that the project consultant's objective of instilling sufficient confidence in the trainees was accomplished. In meeting with the groups from 5 to 16 times, the 13 visiting teachers gained sufficient experience to determine whether their personal qualities and the conditions within the schools made group work a practical technique for them.

The composition of the 16 groups established by the visiting teachers is shown in Table 2. With four exceptions, the groups consisted of intermediate grade pupils, with boys predominating in the group composition. The group problems described by the visiting teachers appear consistent with the visiting teachers' original concepts of the kinds of problems that

could be helped by group work. The majority of the descriptions relate to discipline problems, acting out, etc. Interestingly, however, two of the groups shared attendance difficulty as the common problem, and two others, withdrawing behavior.

Table 2. Composition of Groups Established by Visiting Teachers

VISITING TEACHER	SCHOOL	GROUP COMPOSITION	GROUP PROBLEMS AS DESCRIBED BY V.T.
Jean Adamson	Highlands	5th gr. boys	Discipline--low achievement
James Anthony	Pleasant Hill	5-6th gr. coed.	Peer problems--fighting, disruption of class
Doug Barnett	Heberle	6th gr. girls	Poor social attitudes
Jennie Brown	Evanston	5-6th gr. coed.	Poor social skills
Lucille Harting	Washburn	5th gr. boys	Poor self image--non-aggressive, no friends
Ralph Edwards	N. Avondale	5th gr.	Acting out--suspended from school
Mamie Faulkner	Hays	4th gr. boys	Discipline--destruction of property, fighting
Florence Knoechel	Madisonville	4-5th gr. boys	Truancy
Mary Krueger	Quebec Hgts.	3rd gr. boys	Disruptive in class--underachievers
Sue Phelan	Winton Place	5-6th gr. coed.	Court cases--children who assault others
Marian Reed	Columbian	5th gr. girls	Acting out--behavior
Barb Robertson	Losantiville	4-5th gr. boys	Underachievers--no friends, poor social skills
Emile Shields	Linwood	2nd gr. coed	Withdrawn--isolates, socially and economically deprived
Pat Surber	Webster	2-4th gr. girls	Attendance
Ross Turpeau	Taft	2-3rd gr. boys	Hyperactive--disruptive in class
Jacque Wright	Burdett	4th gr. coed	Teacher unable to control individuals in class.

The project consultant held two group evaluation sessions in which visiting teachers were given an opportunity to assess their experience in organizing and working with the groups. In addition, he held at least two individual sessions with each visiting teacher who had a group. From these sessions, he synthesized the following visiting teacher evaluation of process:

1. It was necessary to consciously pick a school in which to do group work. The main factor is a principal who is willing to experiment.

2. The group took more time than did individual consultations. This may be attributed to the fact that there was more of a commitment to meet regularly with the group than there is with individuals who are met with sporadically. How much time would be saved if the teachers had more experience in working with groups is difficult to ascertain, but is probably a factor.

3. Some of the visiting teachers had problems of meeting consistently each week with their groups. The consistency of group meetings did not allow for the flexibility that individual consultation provides.

4. The final determination for group selectivity should be left to the visiting teacher.

5. There is a need to better "screen" the group membership. Most of the groups were composed of children who were giving the teachers trouble and tended to be the most aggressive, acting out, hard to handle children. Having homogeneous groupings of these types of children may be too difficult for most untrained workers to handle.

To these process observations of the visiting teachers the project consultant added seven of his own:

1. There is a need for the school personnel, especially the principals, and teachers, to view the group method as a diagnostic and treatment tool. Thus the selectivity of group members, the physical setting, etc. must be a consciously planned process involving the school and the visiting teacher. It was clear that the best results were derived in those settings where the administrations and visiting teacher cooperated and had similar goals.

2. The visiting teachers who initially had a high degree of internal motivation did the best job. Also, those who were more confident did the best job. Many of the visiting teachers had internal problems with scheduling, poor space, etc., but those who wanted to lead a group seemed to be able to overcome most of the problems and have a good experience. Those who wanted to take the time found the time in their busy schedules. Those who were not motivated to try a group found reasons not to have consistent group meetings.

3. On the whole the men did better than the women. This may be due to their having more group skills, more confidence in working with groups, and their being better able to deal with deviant behavior.

4. The children selected for most of the groups could present the most experienced group worker with difficulties. The group selection was not realistic in relation to the capabilities of the visiting teachers. However, even though there were difficulties, the visiting teachers were able to maintain the group experiences and achieve results.

5. Six of the visiting teachers did a highly professional job, taking into account all the circumstances. All the visiting teachers who attempted a group were able to do an adequate job.

6. The best conditions in the school setting for groups seemed to be four to five group members, especially if there are acting out children in the group; consistent facilities with a room for discussion and small group play, and having available at some time other facilities such as a playground or gym. The kind of activity that works best seems to depend more upon the confidence and capabilities of the worker more than any other criteria. All types of group activities succeeded and failed, depending mostly on the ability of the worker to do them.

7. No visiting teachers attempted a parents' group.

Product

General Considerations. Evaluation of product for a program of in-service training is always difficult. In a long-range view, consistent with the basic principles of educational philosophy, product assessment should be focused upon the effect of training on the development of pupils. Such assessment, however, is impractical because of the diversity of goals, the length of time required for measurable impact to occur, and the number of other variables that confound the evaluation.

In a real sense, one of the most meaningful items of evidence concerning product evaluation is the fact that two-thirds of the visiting teachers participating in the training followed through with the intention of setting up groups. The ability of 13 of these 16 professionals to carry out group sessions gives further evidence of project success in accomplishing at least the first two objectives. The group work training was provided, and problem-centered group activities were established. As the project consultant noted in his process evaluation, however, none of the visiting teachers established parent groups. This may well be an application of the technique that the visiting teachers would feel more comfortable in pursuing in future years. The fourth objective, that of providing more consultation services to classroom teachers, will be considered indirectly in the sections that follow.

Two other approaches to the assessment of product are feasible. First, some meaningful information can be obtained through direct input of the project participants, including the consultant. Much of the information reported in this first section below came from the sessions in which the consultant met with the visiting teachers and was synthesized by the consultant himself. In addition, an open questionnaire was prepared by the project director at the end of the academic year. On this form all visiting teachers, whether they had conducted a group or not, and the social service center coordinators as well, gave their judgments about the overall effectiveness of the project. A second available means of evaluating product is measurement of the effect of the project on the attitudes of the participants and the other professionals with whom they work. Two separate instruments were used for this purpose. These will be described as results are reported below.

Direct Assessment. Several generalizations relevant to product

evaluation may be made on the basis of the direct input of project participants. The first group of these are based on the consultant's synthesis of visiting teacher reactions in the group and individual consultative sessions. Some of the coordinator's own observations are also included.

Visiting teachers generally reported that the group sessions afforded them much more contact than they would otherwise have had with each child. Some of the personnel working with groups also reported that they had more contact with parents, but others said that the group sessions lessened their opportunities to work with parents.

The outstanding benefit seen in the contact afforded by the groups was more thorough diagnosis. All of the visiting teachers reportedly felt that they knew the children better after the group meetings than they had before. The project consultant felt that with a more definitive description of the behaviors and attitudes to be observed, group work would provide school personnel with limitless possibilities for diagnosis.

In general, visiting teachers felt that some behavioral change had taken place in a number of the pupils in the groups, but that these would typically not be significant or measurable. The coordinator's judgment is that, if groups are initiated at the beginning of the next academic year, appreciable behavioral changes will be achieved.

Visiting teachers saw the group experience contributing to an enhanced professional position. Many felt that they gained confidence in being able to master a new skill. The children themselves typically looked forward to the group sessions. Most visiting teachers were better able to communicate with classroom teachers because of the observations they made in the groups. Also contributing to this improved communication was the enhanced security of the visiting teacher in being able to cope

with some of the children whom teachers could not adequately deal with. Finally, the visiting teachers whose groups progressed smoothly drew a generally positive response from the school administration. In almost every case, the school principals expressed a desire to have group sessions initiated again in the fall.

In summary, then, project participants, including the consultant, and the other professional personnel with whom they work, saw three chief benefits deriving from the increased contact with pupils. Pupil diagnosis was improved, some positive behavioral change was accomplished, and the working relationships of the visiting teachers were enhanced.

Another source of direct evaluative input was the open questionnaire completed by visiting teachers and social service center coordinators at the close of the academic year. Prior to summarizing these responses, the questionnaires were sorted into three groups: coordinators, visiting teachers conducting groups, and visiting teachers participating only in the training. A brief look at some of the common observations of these three groups will contribute further to product assessment.

The social service center coordinators saw the chief evidence of product success as the increased eagerness of visiting teachers to help children with their problems. They also saw considerable benefit in the addition of group work as one more technique in the repertoire of visiting teacher skills. Enlarging this repertoire was seen as a priority need if visiting teachers are adequately to carry out their function. Coordinators also felt that there had been some improvement in classroom conduct as well as in a variety of specific kinds of behavior. The chief strengths of the program in the estimation of coordinators were the strengthening of the relationship between visiting teacher and child and the building of the

child's own self-confidence. The primary weakness was the lack of visiting teacher time to make optimal use of the group work technique.

Concern with lack of time was also evidenced by the visiting teachers who conducted group sessions. They found that other professional duties sometimes conflicted with group meetings and added that interruptions were frequent and suitable meeting places were difficult to locate. Nevertheless, many of them were convinced that pupil behavior had improved, that children learned the spirit of teamwork and derived a number of other benefits from the free discussion of problems in the group context. Those conducting groups were impressed with the rapport they were apparently able to build up with the children. They saw children deriving considerable benefit from the self-evaluation occasioned by the group sessions and from the opportunity to vent their feelings in a non-threatening atmosphere.

Even some of the visiting teachers who did not establish groups saw considerable benefits deriving from the training and viewed the group work approach as a potentially useful tool. They felt that the training had contributed to their ability to diagnose problems and appeared to value the additional techniques they had acquired for possible future use.

Effect on Attitude. To determine the impact of the project on professional attitude, data from two distinct types of questionnaires are relevant. The first instrument, specifically designed for this project, was administered to visiting teachers and social service center coordinators at the beginning of the training sessions, at the conclusion of these sessions, and again at the end of the academic year. The second type of instrument is the annual survey of teachers and administrators completed each May throughout the city school system. Certain items on this survey provide a reflection of the attitude of teachers and administrators toward visiting teacher services and related characteristics of pupils, the school, and its program.

The instrument that visiting teachers and social service center coordinators completed consisted of a 10 × 10 matrix with specific objectives of the school program on one axis and categories of school personnel on the other. The respondent was given the following instructions:

> For <u>each</u> of the following objectives, assume that you are a superintendent with a budget of $100,000 to add personnel to your existing staff. You are to accomplish the specified objectives in one year. Indicate what percentage of the total you would spend on each category of personnel. Each line should total 100 per cent.

The ten specified objectives were as follows:

1. To increase scores on a reading achievement test more than one grade level.
2. To increase scores on an arithmetic achievement test more than one grade level.
3. To increase scores on a test of pupil self-image.
4. To decrease scores on an instrument measuring pupil anxiety.
5. To improve the social adjustment of pupils as reflected in sociograms.
6. To improve social skills as rated by pupils themselves.
7. To improve classroom behavior as rated by teachers.
8. To decrease pupil absence.
9. To raise pupil aspiration as reflected by scores on a personality test.
10. To raise pupils' grade point average across all school subjects.

The ten categories of personnel were:

-- Master classroom teachers
-- Tutors, remedial instructors
-- Individual counseling specialists
-- Group counseling specialists
-- Psychological testing specialists
-- Social workers
-- Paraprofessional teams for parent group sessions
-- Part-time psychiatrists
-- Part-time physicians and dentists
-- Other personnel.

This instrument was designed to obtain visiting teachers' judgements concerning the potential effectiveness of various personnel in bringing about specified improvements in pupil behavior. Changes in these judgements as the visiting teachers were exposed to group work techniques and had the opportunity to apply this new knowledge were seen as reflective of changes in their attitudes. The position of visiting teacher was purposely omitted from the instrument so that a more specific assessment could be made of the way in which visting teachers saw their roles. Primary focus was on the category psychological and social service personnel. Of key interest were the changes that might occur in this category as compared with that of instructional personnel and those that might take place among the four positions within the psychological and social service category.

For purposes of reporting, the personnel categories were grouped under three headings. Master classroom teachers and tutors or remedial instructors were grouped as instructional personnel. Individual counseling specialists, group counseling specialists, psychological testing specialists, and social workers were classified under the heading psychological and social service personnel. The other categories, i.e., paraprofessional teams for parent group sessions, part-time psychiatrists, part-time physicans and dentists, and other personnel, were categorized as other supportive personnel.

Table 3 shows the mean September, December, and May percentages assigned by the total group of 28 respondents to each personnel category. The most obvious result revealed in this table is the sharp increase in the budget percentage assigned to instructional personnel from September to December. This increase appears on every objective. It is traceable primarily to higher percentages assigned to master classroom teachers. This category increased from an average over all objectives of 39 per cent in September to 51 per cent in December. This difference is statistically significant beyond the .01 level.

Table 3. Mean Hypothetical Budget Percentages Allotted to Personnel Categories to Achieve Specified Objectives, by Month of Administration.

Objective	Instructional Personnel			Psych. & Social Service Personnel			Other Supportive Personnel		
	Sept.	Dec.	May	Sept.	Dec.	May	Sept.	Dec.	May
Increasing Reading Achievement	63.48	71.72	79.76	24.42	21.50	15.14	12.11	7.10	5.11
Increasing Arithmetic Achievement	62.65	72.70	78.97	25.14	19.96	15.85	12.19	7.68	5.17
Improving Pupil Self-Image	37.64	48.94	49.00	47.96	38.35	40.76	14.38	13.42	10.24
Decreasing Pupil Anxiety	36.97	48.18	44.24	44.57	35.29	38.63	18.46	17.25	13.69
Improving Social Adjustment	37.73	46.41	50.31	49.36	41.26	40.97	12.90	11.95	9.28
Improving Social Skills	39.35	48.23	47.41	47.29	40.79	40.89	13.36	10.63	8.77
Improving Classroom Behavior	46.86	55.36	56.03	41.50	35.16	35.35	11.64	9.48	9.14
Decreasing Pupil Absence	42.04	52.59	53.31	42.10	36.54	36.44	15.87	10.54	10.75
Raising Pupil Aspiration	41.64	55.77	51.52	43.68	34.79	38.38	14.68	9.64	10.62
Raising Grade Point Average	61.01	72.56	71.79	27.11	19.29	22.93	11.88	8.52	5.79

The increase among the percentages assigned to instructional personnel continued from December to May for most objectives. The exceptions are decreasing pupil anxiety, improving social skills, raising pupil aspiration and raising grade point average. Concurrently, the percentages assigned to psychological and social service personnel for these objectives showed slight increases from December to May. Quite reasonably, three of the four objectives relate to psychological characteristics of the pupils, which could probably be more readily influenced by personnel in the second category.

The percentages for other supportive personnel may be viewed as determined primarily by those assigned to the other two main categories since each line of the matrix was to total 100 per cent. The trend is for these percentages to decline from September to May.

The steady increase in the percentages alloted to instructional personnel, especially for achieving cognitive objectives, is most interesting. It suggests that visiting teachers as a group grew steadily more appreciative of the position and potential influence of the classroom teacher. The extent to which exposure to group work techniques might have contributed to this increased appreciation cannot be determined from the data in Table 1.

It is clear, however, that visiting teachers distinguished rather sharply between cognitive and non-cognitive objectives. Both the percentages themselves and the changes occurring over the year give evidence of this fact. On the September inventory, the three objectives with a strong academic orientation reflect percentages assigned to the instructional personnel category that were well over twice as large as those for psychological and social service personnel. For all the other objectives, the latter percentages are either comparable with or greater than those for instructional personnel. Among these only improving classroom behavior has a higher percentage assigned to the instructional personnel category and to the psychological and social service personnel. Similarly, on the December and May inventories, the achievement and grade point objectives continue to show very high percentages for instructional personnel.

A closer look at the psychological and social service personnel category permits a comparison among the four positions within this category and gives some insight into the way in which visiting teachers see their

own role. Of key interest for this study is the comparison of the percentages for group counseling specialists with those for social workers and individual counseling specialists. The percentages allotted to these positions on the three administrations of the instrument are shown in Table 4. The category psychological testing specialist is not especially relevant because visiting teachers do not engage in psychological testing.

Table 4. Mean Hypothetical Budget Percentages Allotted to Psychological and Social Service Positions, by Month and Objective.

Objective	Individual Counseling Specialists			Group Counseling Specialists			Psychological Testing Specialists			Social Workers		
	Sept.	Dec.	May	Sept.	Dec.	May	Sept.	Dec.	May	Sept.	Dec.	May
Increasing Reading Achievement	6.89	4.21	4.00	3.84	2.18	1.31	7.01	8.25	3.93	6.71	6.86	5.90
Increasing Arithmetic Achievement	6.68	3.97	3.72	3.76	2.61	2.34	8.29	6.76	4.45	6.41	6.62	5.34
Improving Pupil Self-Image	16.98	11.28	13.10	10.56	7.34	8.72	7.71	6.88	4.97	12.71	12.85	13.97
Decreasing Pupil Anxiety	12.72	8.57	11.00	13.21	6.79	9.14	7.69	5.89	5.90	10.95	14.04	12.59
Improving Social Adjustment	13.87	9.46	8.97	15.46	11.28	13.69	5.23	6.24	3.38	14.80	14.28	14.93
Improving Social Skills	14.46	10.86	13.10	14.38	10.94	12.41	5.63	5.74	2.69	12.82	13.25	12.69
Improving Classroom Behavior	12.73	8.90	10.45	12.97	8.63	8.31	5.63	4.62	2.93	10.17	13.01	13.66
Decreasing Pupil Absence	9.10	6.71	6.34	8.28	4.11	4.00	2.80	4.40	1.55	21.92	21.32	24.55
Raising Pupil Aspiration	12.88	8.94	13.10	13.07	6.79	7.62	5.35	4.27	4.21	12.38	14.79	13.45
Raising Grade Point Average	7.41	4.33	6.52	6.78	3.33	2.72	4.34	4.11	3.52	8.58	7.52	10.17

In general the percentages allotted to individual counseling specialists and social workers tend to be very similar for the September administration, while those for group counseling specialists run somewhat lower on most objectives. In December, however, both individual counseling specialists and group counseling specialists were assigned lower percentages, while those for social workers generally increased. May brought some neutralization of this effect, but social workers were still assigned the highest percentages and group counseling specialists the lowest. The only exceptions to this pattern were in the social area. On improving social adjustment a considerably higher percentage was assigned to group counselors than individual counselors, while on improving social skills, the individual counselor was assigned a slightly higher percentage than the social worker. For both individual and group counselors, all May percentages are lower than those for September except for individual counselors in raising pupil aspiration.

The data in Table 4 suggest strongly that visiting teachers generally tend to identify much more closely with the role of social worker than with that of counselor. This identification seems to have increased as the school year progressed.

The pattern of change among the percentages assigned to individual vs. group counselors is too similar to permit any influences but the higher percentages assigned consistently to individual counselors suggest some misgivings among the visiting teachers about the efficacy of group counseling, even at the close of the year.

A closer look at this comparison, particularly as it may have been affected by the project itself, can be obtained by examining the data from the May administration in isolation. In May, respondents were asked to indicate on the questionnaire form whether or not they had led groups. The responses of group leaders were then analyzed separately from those of per-

sonnel who had not been group leaders. A summary of this breakdown is presented in Table 5. Although there is some small difference in the percentages assigned to group counseling specialists by these two sub-groups, only on the objective of decreasing pupil anxiety is this difference of any size. Even here, however, a t-test showed the differences to be nonsignificant.

Table 5. Mean Hypothetical Budget Percentages* Allotted to Selected Personnel Categories by Group Leaders and Non-Group Leaders, May, 1970.

	Master Classroom Teachers		Individual Counseling Specialists		Group Counseling Specialists		Psychological Testing Specialists		Social Workers	
Objective	1	2	1	2	1	2	1	2	1	2
Increasing Reading Achievement	67%	61%	4%	4%	1%	2%	4%	4%	5%	6%
Increasing Arithmetic Achievement	64	62	4	4	3	2	6	4	5	6
Improving Pupil Self-Image	49	44	13	13	10	8	3	7	15	13
Decreasing Pupil Anxiety	44	39	8	13	12	7	4	8	12	13
Improving Social Adjustment	49	47	8	9	15	13	4	3	13	16
Improving Social Skills	46	44	9	17	12	13	3	2	12	13
Improving Classroom Behavior	60	50	7	13	8	9	3	3	11	16
Decreasing Pupil Absence	53	48	7	6	5	3	1	2	21	28
Raising Pupil Aspiration	53	47	11	15	7	8	2	6	15	12
Raising Grade Point Average	67	58	4	9	3	2	2	5	8	12

*Rounded to Nearest Whole Number
1=Group Leaders
2=Non-Group Leaders

More revealing is the difference occurring between the two groups in percentages assigned to the master classroom teacher as opposed to the individual counselor and social worker For every objective, group leaders assigned higher percentages to master classroom teachers than non-group leaders; on seven of the objectives these differences were 5 per cent or more. Non-group leaders, on the other hand, tended to give more support to the individual counselor and the social worker. Although these differences between the sub-groups were all too small to be statistically significant, their consistency strongly suggests that more than chance was operating.

To summarize the attitudes of visiting teachers as reflected in their assignment of hypothetical budget percentages to various categories of personnel, it may be said at least that the project had no measured impact on the judgments of the value of the group counselor. Rather, visiting teachers generally, but most especially those who actually followed through with groups, came to regard the master classroom teacher more and more as the key person in accomplishing educational objectives, particularly those of a cognitive nature. Visiting teachers who did not follow through with groups apparently identified more closely with the social worker and the individual counselor.

A final measure of attitude relates to the judgments of the total teaching staff and administrative staff of the schools. Each May throughout the Cincinnati school system a survey is made of opinions of teachers and administrators regarding various characteristics of the schools and the educational program. Ratings are given on a seven-point Likert-type scale, on which <u>one</u> is poor and <u>seven</u> is good, with <u>four</u> as the neutral point. Viewing ratings on items that are relevant to the services of visiting teachers over the past few years, one may ask whether there is any evidence that the work of visiting teachers with groups of pupils may have raised the item ratings in those schools.

Table 6 gives a comparison of the mean ratings given to 12 relevant survey items by teachers in the schools where groups were established and carried through the latter part of the year. These ratings are compared over each of the past three years with the total mean of all elementary schools in the Cincinnati school district.

Table 6. Mean Ratings of Selected Teacher Survey Items for Schools in Which Visiting Teachers Established Groups, Compared by Year with Elementary Mean for Entire System.

Item	1967-68		1968-69		1969-70	
	Proj. Sch.*	Total Elem.	Proj. Sch.*	Total Elem.	Proj. Sch.*	Total Elem.
Motivation of my pupils	4.36	4.46	4.46	4.47	4.41	4.44
Degree of tardiness	4.51	4.67	4.53	4.61	4.43	4.47
Pupil aspiration level	3.92	4.03	3.92	4.03	3.96	4.06
Provision for visiting teacher services	5.00	4.65	4.94	4.64	4.79	4.59
Time to teach	4.37	4.44	4.40	4.55	4.70	4.66
Pupil image of self	3.79	3.97	3.85	4.06	4.17	4.13
Counseling and psychological services	3.34	3.41	3.16	3.16	3.47	3.33
Help in handling disciplinary problems	4.83	4.93	4.68	4.88	4.68	4.73
Pupil attendance	4.83	4.83	4.72	4.70	4.71	4.66
Behavior standards of my pupils	3.97	4.13	4.04	4.09	3.98	4.13
Provision for emotionally-disturbed child	2.27	2.23	2.39	2.25	2.43	2.18
Provision for socially-maladjusted child	2.52	2.45	2.60	2.46	2.69	2.41
AVERAGE	3.98	4.02	3.97	3.99	4.04	3.98

*Unweighted mean of 15 school units.

Each of the mean ratings for the schools in which groups were established is best viewed by comparison with the total elementary school mean for that year. This comparison controls somewhat the effect that other treatments or conditions within the school system might have had on the annual ratings. Since the existence of counseling groups within the 15 project schools is one

distinguishing characteristic that separates them from the rest of the schools included in the total elementary mean, the basis for inferences about the impact of this project is relatively sound. In addition the proximity of the group activity to the time of the survey would also be likely to intensify the effect of this service on the ratings. It should be pointed out that a third of the schools having groups are also target schools under Title I of the Elementary and Secondary Education Act. This percentage exceeds that for the total elementary school group. However, most of the items included in Table 6 are not obviously related to Title I services. In addition, the Title I services provided in 1969 and 1970 were substantially the same as those of the previous two years.

Over all 12 items included in Table 6, the project schools show a mean increase of .07 over the previous year, while the mean for the total elementary group declined .01. Even though the teacher survey ratings over a large number of respondents tend to be relatively stable, this change at face value is not startling. There are some interesting points to note among the individual items, however.

For the most part, the items that relate to pupil characteristics show relatively little change among the project schools as compared with the total elementary mean. The only notable exception to this is the item Pupil image of self. The project school mean for this item increased considerably more than that for the total elementary group (.32 vs. .07).

On the other hand, most of the items that relate to the provision or effectiveness of service show a considerably more favorable picture among project schools in 1969-70. Counseling and psychological services, for example, which had an identical mean to that of the total group in 1968-69, increased .31 while the total mean was rising .17. The items related to the emotionally disturbed and the socially maladjusted child show increase

among project schools in the face of decline in the total means. Help in handling disciplinary problems had the same project school mean as last year, while the total elementary mean declined .15. Similarly, Time to teach had a mean project school rating for 1969-70 that was .30 higher than the previous year, while the total elementary mean was increasing only .11.

With some consistency, then, the service-related items tended to receive more favorable ratings among project schools in 1969-70. The glaring exception to this is the item Provision for visiting teacher services. Although the ratings for this item remained .20 higher in project schools than over the city as a whole, it showed a sharper decline from the previous year. Attributing this to regression is probably statistically sound, but it does not explain fully why this item should violate the pattern of other service items related to this project. One hypothesis is that the time that visiting teachers gave to working with groups was available only at the sacrifice of other duties that are considered important. In reality, there was no more provision for visiting teacher services than in previous years. It seems likely that the observation of the visiting teachers that too little time was available for group work was, in fact, a valid one.

On the basis of the total picture presented by the data in Table 6, it may be generalized that the teachers on the staffs of project schools gave more favorable ratings to items related to this project and its process goals than in previous years. A similar picture is presented by the data in Table 7, which relate to the survey of administrator opinions. In this table the ratings of the project school administrators are compared with those of all elementary administrators in the system for each of the past two years. The direction of change strongly favors the project schools.

This is most especially true on the items concerning provisions for the emotionally disturbed and socially maladjusted. Interestingly, it also holds true of the administrators' ratings of provision for visiting teacher services. On the other hand, the pupil tardiness rating declined, while pupil attendance had a more favorable picture for 1969-70 among project schools.

Table 7. Mean Ratings of Selected Administrator Survey Items for Schools in Which Visiting Teachers Established Groups, Compared by Year with Elementary Mean for Entire System.

Item	1968-69		1969-70	
	Proj. Sch.*	Total Elem.	Proj. Sch.*	Total Elem.
Motivation of pupils	4.54	4.79	4.27	4.66
Degree of pupil tardiness	4.38	4.22	3.77	4.37
Pupil aspiration level	4.29	4.49	4.10	4.42
Pupil discipline	4.77	5.16	4.73	4.99
Provision for visiting teacher services	5.20	4.93	5.33	4.98
Time for teachers to teach	5.27	5.50	5.13	5.35
Pupil image of self	4.66	4.47	4.57	4.42
Pupil attendance	4.62	4.75	4.70	4.65
Behavior standards of pupils	4.33	4.75	4.17	4.53
Provision for emotionally disturbed child	2.44	2.34	2.65	1.87
Provision for socially maladjusted child	2.36	2.53	2.71	2.19
AVERAGE	4.26	4.36	4.19	4.22

*Unweighted mean of 15 school units.

Recommendations

As visiting teachers continue to apply the skills acquired through this project, three recommendations that emerge readily from this report seem worthy of consideration.

1. An effort should be made to insure the cooperation of school principals with this activity. Administrators should be involved from the beginning in planning and setting goals for the group. Perhaps an initial effort in this direction could best be made by interpreting the general purposes of group counseling to the conference of elementary principals. With the support of the school principal behind him, the visiting teacher will typically be better equipped to secure the cooperation of teachers as well.

2. Future evaluation of the group counseling activity should be planned to include a study of resulting behavioral change in pupil participants. If the project consultant's expectations are realized, a full year of this kind of service will bring about substantial change in the performance of group members. Some aspects of this behavioral change should lend themselves to quantified measurement. At very least, teacher perception of pupil behavior could be assessed before and after group participation.

3. The newly developed skills of visiting teachers should be cultivated and periodically updated. An occasional meeting to share common concerns and receive further support from a consultant is one approach to this goal. Another is supervision of the performance of the counselor in working with a group, through video-taping, role playing, or some other means. Whatever the most feasible way to this end, it seems important that the brief training furnished in this project not be considered the maximum ideal preparation.

Summary

Increasing demand for the services of visiting teachers prompted the application for a grant under the Education Professions Development Act to train these personnel in group techniques. The project was geared to providing this training and to furnishing added guidance to visiting teachers as they established groups of pupils with similar problems and worked with the parents and teachers of these pupils.

Visiting teachers met in two groups for this training. Fourteen sessions were held between September 15 and December 8, 1969. Content focused on the principles of group dynamics and planning, the assessment of group activities in elementary school, and leadership training. Sixteen of the 24 visiting teachers followed through and attempted to set up groups. Of these, 13 groups actually materialized, each having from five to 16 ses-

sions with the visiting teacher.

Process and product evaluation indicate that a primary need is for the understanding and cooperation of the school principal. If he is involved in planning and setting goals for the group, the endeavor has a much greater chance for success. Visiting teachers felt that the training program provided them with a very worthwhile skill. Those who followed through with groups indicated that the group approach gave them increased contact with pupils, leading to more thorough diagnosis. The service was generally well received by administrators and teachers; the annual surveys of professional opinions confirm this positive reception. No project impact on visiting teachers' judgments of the value of the group counselor was detected by the instrument used to assess participants' attitudes. Rather, the visiting teachers who conducted groups came to regard the master classroom teacher more and more as the key person in accomplishing educational objectives, particularly those of a cognitive nature. Visiting teachers who did not follow through with groups apparently identified more closely with the social worker and the individual counselor.

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APPENDIX

Content of Training Sessions

FIRST SESSION: Introduction of training role, visiting teacher role, and the conduct of the sessions. The format presented was: training present material from fifteen to thirty minutes with group discussion for thirty minutes. Trainer presented a clarification of group work terms which were mis-defined on the questionnaire. Also, the differences between goals, methods, techniques, and evaluation were discussed. The group discussed how they got their cases, who determined that the cases were problems, and how the problems were classified. What behavioral and attitudinal goals did they have for the cases? The purpose of this session was to establish the thought processes which were the on-going theme of the training; that is, diagnose the problem, establish the behavioral goals and attitudes to be achieved, then determine the methods, techniques, and specific programs to achieve the goals, then evaluate whether the goals have been achieved.

SECOND SESSION: The first step in the group work theme is to diagnose the problem, thus, a diagnostic group model was presented. It was stressed by the trainer not to start with methods or programs. It was attempted to get them to apply the model to their setting. The elements presented were:

1) Principles of group approach
2) Staff role
3) Physical setting

In the discussion period it was determined that pupils eligible for group participation had to be in the first through sixth grade, have parental permission, that the principal needed to be willing to experiment, and that the group sessions had to be held during school time. The question whether the pupil's consent was needed to be a participant was discussed. It was pointed out that the group should not be seen as different than a case, and that since permission by the child was not a criterion for his being a case, that it should not be a criterion for his being in a group.

The discussion was focused on how much the visiting teachers presently know about a child, in a diagnostic sense, and how do they receive their information about a child. How are they sure, and how do they determine what they are treating the child for is really the problem. The group agreed they usually take the word of the teacher as to the presenting problems.

THIRD SESSION: The group discussed:

1) How a child is prepared for the group, what is he told, the need for honesty and clarity of purpose.
2) Group formation and composition.

FOURTH SESSION: The group finished the diagnostic group model: diagnostic group program and techniques. A model of four sessions was presented with specific programs outlined on the basis of purpose of activity, description of activity (how to do it), staff role in activity.

FIFTH SESSION: A treatment group model was presented. Similarities and differences between diagnostic groups and treatment groups were discussed, such as length of time of groups, group composition, role of worker, establishment of activities.

SIXTH SESSION: Upon request from participants, a variety of program media was presented stressing non-discussion activities--games (active-passive), dramatics, arts and crafts.

SEVENTH SESSION: Summary of first six sessions plus planning for the implementation of their starting groups in the schools.